

March 2022

LNCT/17 Policy on Professional Review and Development for GTCS Registered Staff

1. Introduction

“Within an empowered system professional learning is enabled through engaging in career-long professional learning which challenges thinking, develops skills of enquiry and criticality, promotes collaborative practices and impacts on learning of children, young people and adults.”

National Thematic Inspection on Readiness for Empowerment (2018)

Professional Review and Development (PRD) is a vital element of a teacher’s professional learning, with the potential to bring about significant improvements to the education of young people. It features prominently in current national guidance and policy and is a process which supports teachers to keep professional standards high by engaging in high quality professional learning and self-evaluation throughout their careers. The process should be a high-quality experience for all which is supportive, responsive to needs and improves outcomes for all of our children and young people.

- 1.1 This policy outlines the arrangements for Professional Review and Development (PRD) for all GTCS Scotland registered staff (teachers), with the exception of Probationer Teachers on the Induction Scheme.
- 1.2 The council will ensure that equal opportunities practice underpins the operation of this policy and will apply to all colleagues.
- 1.3 The council supports and values the entitlement of teaching professionals to have access to high-quality professional learning and PRD with a view to supporting teaching professionals throughout their career.

2. National Context

The National Model for Professional Learning, GTCS (2018) captures the core features and processes of professional learning.

- 2.1 The central focus is the teacher-as-learner, the deeply interconnected relationship between the teacher-as-learner and children and young people, and the impact of this relationship on the learning experience.

Professional learning should be:

- Challenging and lead to developing thinking, knowledge, skills and understanding [Learning that Deepens Knowledge and Understanding]

- Underpinned by an enquiring stance and developing skills of enquiry and criticality [Learning by Enquiring]
- Interactive, reflective and involve learning with and from others [Learning-as-Collaborative]
- Informed and supported by Professional Standards and other educational policy.

Leadership of and for learning is recognised as an essential factor to ensure professional learning is well planned, supported, promoted and sustained.

2.2 PRD is a process, not only an annual meeting. The process should be practicable, positive, supportive and is used by teachers to recognise, value and enhance professional practice.

3. This Policy endorses the following aims:

To promote career long professional learning and support teachers to maintain and improve their professional practice.

To provide support for teachers to self-evaluate using the Professional Standards and reflect on professional learning and practice in order to improve the quality of educational experience and outcomes for the children and young people they teach.

To confirm teacher engagement in PRD and professional learning (PL) as part of the Professional Update (PU) process.

4. Key Features of the PRD Process

- 4.1 PRD is a normal and accepted part of the ongoing development of the professional skills of the teacher with outcomes being significant to the teacher and which have a positive impact on pupil learning.
- 4.2 Teachers have responsibility for and ownership of their professional learning and PRD experience within a culture of professional trust and respect. Reviewers will support and facilitate the PRD experience using a coaching approach during PRD meetings.
- 4.3 The PRD meeting is part of an ongoing supportive professional learning process which takes into account self-evaluation by the teacher and coaching and mentoring by the reviewer. Arrangements for PRD should be non-bureaucratic, straightforward and effective. Support materials for self-evaluation against the Professional Standards, coaching and mentoring are available on the Fife Professional Learning Team GLOW Sharepoint site.
- 4.4 All registered teachers are entitled to an annual PRD meeting which takes into account self-evaluation against the Professional Standards, identified strengths and areas for development. The annual PRD meeting concludes the previous year's PRD process and begins the next.
- 4.5 Reviewers should support teachers in addressing identified areas for development as an entitlement however, this should be balanced by the requirements for each reviewee to take responsibility for their career-long professional learning.
- 4.6 Training materials for using the MyPL system are available to all registered teachers from the GTCS. Training for reviewers and support materials for reviewers and reviewees will be provided throughout each school session. The system will have appropriate safeguards and permissions regarding the security of professional data relating to individuals.

- 4.7 The most important aspect of the PRD meeting is the quality of the professional dialogue. This is dependent on high quality preparation by both reviewee and reviewer. It is recommended that up to 5 hours be allocated for preparation, PRD meeting and follow up recording in individual school Working Time Agreements. Reviewers have responsibility to facilitate and support the experience following the agreed process as outlined in the PRD/PU Guidance for Reviewers and Reviewees (2020).
- 4.8 PRD conversations should take place during time allocated for development or in other time which is mutually agreeable within working time arrangements. Where this is not possible then devolved budget for staff development may be used to provide cover as appropriate.
- 4.9 The reviewer who will facilitate a teacher's PRD experience will normally be the line manager who is most familiar with the teacher's work. In some circumstances, a teacher may request that another appropriately trained reviewer facilitates the process subject to the reviewers manageable PRD workload.
- 4.10 Headteachers (HTs), Education Managers (EM) and Improvement Officers (IO) will have their PRD facilitated by the appropriate member of staff as identified by the reviewee in their PU year and ideally one school session approximately mid-way through the PU process. In the interim school session's HT, EM and IO will have their PRD facilitated by a peer reviewer and should arrange this with a colleague with a similar role.
- 4.11 Temporary teachers and supply teachers have an entitlement to access the PRD process and are required to engage in the Professional Update process. Supply Teachers should request an annual PRD meeting in the school where they have spent most time in the preceding year or in their current school.
- 4.12 Teachers registered with the Fife Supply List are entitled to have access to professional learning opportunities, through a range of platforms, including access to GLOW.
- 4.13 Training will be provided for all reviewers on the PRD process, use of the GTCS MyPL site and coaching and mentoring approaches. There is an expectation that HTs will inform all teachers of the process and support them to engage in high-quality professional learning and the PRD process within a culture and climate of trust.

5. Roles and Responsibilities

All Heads of Service, Education Managers and Improvement Officers will:

- Ensure that the strategic development and communication of the policy is promoted and shared with all teachers, including those on temporary or supply contracts.
- Engage in professional learning activities and act as role models for all teachers and education professionals.
- Ensure they and all reviewers are appropriately trained in carrying out PRD meetings.
- Ensure the policy is linked to our strategic vision and other relevant and current educational policies.
- Promote and develop professional learning practices and opportunities based on national and local priorities and take into account data available nationally and locally to inform this.
- Monitor and evaluate the effectiveness of the PRD process and the levels of engagement in the process.

- Identify trends in professional learning needs and take appropriate action to address them.

Headteachers will:

- Ensure that the PRD policy is communicated to all teachers in their school/team and applied fairly and consistently.
- Engage in professional learning activities and act as role models for all teachers.
- Promote the professional learning of all teaching staff, whether full time, part-time, permanent or temporary.
- Ensure they and all reviewers are appropriately trained in carrying out PRD meetings.
- Identify trends in professional learning needs and take appropriate action to address them.
- Ensure that all teachers, including temporary and supply teachers have access to opportunities for high-quality professional learning and are involved in the PRD process leading to Professional Update.
- Ensure that the process is linked to GTCS Professional Standards and the appropriate improvement plan(s).
- Where the Headteacher does not assume responsibility for PRD, identify an appropriate senior member of staff as the Professional Learning Coordinator to whom these responsibilities may be delegated.
- Be responsible for supporting peer PRD review meetings with colleagues in the years where this is not carried out by an Education Manager.
- Ensure that an appropriate amount of time (recommended up to 5 hours) is allocated to the PRD process as part of school/team Working Time Agreements.

All reviewers will:

- Arrange annual PRD meetings for their allocated reviewees, in line with the establishment working time agreement.
- Ensure that the meetings take place in an atmosphere of trust and collegiality and provide support and challenge, where appropriate.
- Ensure that they have attended PRD Reviewer training or completed online training in facilitating purposeful PRD meetings.
- Facilitate the meeting using a coaching and mentoring approach which places the emphasis on the quality of professional dialogue.
- Discuss individual professional learning needs based on self evaluation against the appropriate GTCS Professional Standards and improvement plans.
- Ensure that they are associated with all of those they have responsibility for reviewing on the MyPL system.
- Agree areas for development (MyPL) and validate the Professional Update requirements of GTCS, when appropriate.
- Support the PRD/PU process for supply teachers who have completed the majority of their supply work during the school session in their school/education establishment.

All teachers will:

- Ensure that at the start of each school session their details are up-to-date on the GTCS site.
- Engage in the PRD process in line with the establishment Working Time Agreement.
- Ensure that their annual PRD meeting has been arranged by their reviewer or request that one is arranged.

- Prepare for the annual PRD meeting by engaging in self-evaluation against the appropriate Professional Standard(s) and Improvement Plan; preparing the agenda for the meeting; completing reflections on their areas for development from the previous year; preparing to share how their professional learning has enhanced their practice.
- Engage in professional dialogue at the PRD meeting.
- Construct their areas for development based on the PRD meeting, ensure these are recorded as areas for development on the MyPL system and have this agreed by their reviewer.
- Identify, arrange and request professional learning opportunities in agreement with their reviewer.
- Engage in a maximum of 35 hours of additional professional learning over the school year which is undertaken outwith the contractual 35 hour working week and reflect on impact of professional learning.
- Maintain and complete their professional learning record as the year continues on the GTCS MyPL system.
- Continue to reflect on their areas for development on the GTCS MyPL system through Professional Learning recording.
- Record PRD meeting details on the MyPL system giving a brief summary of discussions at the PRD meeting (using the agreed agenda to support these).
- Ensure that they are associated with their PRD reviewer on the MyPL site.
- Engage in the GTCS Professional Update process in a 5-yearly cycle, or as determined by GTCS and signed off by their reviewer.

6. Professional Review & Development (PRD) Chartered Teacher Arrangements

The SNCT has agreed that the PRD process provides a means to facilitate dialogue about how Chartered Teachers make a distinctive contribution to the school and education community, taking full cognisance of the professional actions contained in the revised Standard for Chartered Teachers under the following headings:

- Educational and social values
- Critical self-evaluation and development
- Impact and evidence of sustained enhanced practice
- Collaboration with, and influence on, colleagues

The PRD process requires reference to the CLPL needs of Chartered Teachers and those who were on the Chartered Teacher Programme and to school and authority improvement plans. The PRD process for Chartered Teachers and those who were working towards achieving the standard should record the planned and agreed contribution to be made by that person in the year ahead.

The process will identify both the contribution to be made and the time and resources required to facilitate the contribution.

The use of the PRD process builds on the existing good practice of professional review procedures agreed by LNCTs. It is crucial that the reviewers who lead the process are fully conversant with the revised Standard for Chartered Teachers (2009), SNCT guidance on the Role and Enhanced Contribution of Chartered Teachers (2012) and with this updated Code of Practice on the role of the Chartered Teacher (2012). Further advice on the PRD process is set out in Annex 1.

7. Associate Status Arrangements

- a) The **Fully Registered (Associate)** status option is for those holding full registration who do not wish to remain in the General category because of circumstances. Anyone considering this option may choose to contact us to discuss their specific circumstances if they are unsure if Associate Status is right for them.
- b) Associate Status could be appropriate for those who wish to remain on the GTCS Register and:
 - have retired from education and will not engage in any further teaching
 - are not currently working or not working in an educational "front line" context
 - are working outwith Scotland with no intention of returning to teach in Scotland
- c) Teachers with Associate Status will be exempt from the five yearly sign off process for Professional Update. As they remain on the GTC Scotland Register, registrants with Associate status are required to update their details annually and to act appropriately in terms of the Professional Values and Personal Commitment section of the Standards. Although not required, those with Associate status may, if they wish, participate in ongoing professional development, record their professional learning and associated evidence of impact, and use the Standards.

8. Implementation of the PRD Process

It is the responsibility of both reviewers and reviewees to ensure that entitlements to an annual PRD meeting are adhered to and facilitated within a supportive climate of trust. Headteachers are responsible for ensuring that the PRD/PU Guidelines for Reviewers and Reviewees (2019) underpin the PRD process and support high-quality professional learning for all.

9. Appeals Process

- 9.1 There are two situations where the right of appeal will apply:
- Failure to agree the annual sign-off Areas for Development on the MyPL system
 - Failure to agree the sign-off for the 5-Yearly Professional Update process
- 9.2 In exceptional circumstances, when an issue cannot be resolved by further dialogue between reviewer and reviewee, the following process should be followed:
- The teacher may approach a more senior manager and outline their reasons for appeal in writing.
 - The senior manager will organise a review of the procedure. An alternative review process may be organised as a result of this review.

10. Deferral Process

Possible reasons for deferral:

- career breaks
- extended illness
- maternity / paternity or adoption leave
- unemployment
- engagement in only occasional and sporadic supply work

- recent change in employment circumstances
- exceptional circumstances e.g. pandemic, epidemic, government advice,
- long term school closures

In the first instance, the reviewee discusses deferral request with their reviewer and requests deferral.

If deferral is for agreed reasons:

Line Manager/Reviewer/Headteacher confirms with reviewee that deferral is approved.
Line Manager/Reviewer/Headteacher informs Professional Learning and Leadership Development Officer.

Once agreed, the member of staff requesting deferral contacts GTCS to inform them that a deferral has been agreed.

Professional Learning and Leadership Development Officer confirms with GTCS.

If the requested deferral is for any other reason:

Line Manager/Reviewer/Headteacher discusses with Professional Learning & Leadership Development Officer.

If deferral is approved the Line Manager/Reviewer/Headteacher confirms with the reviewee that deferral is approved.

Reviewee requesting deferral contacts GTCS to inform them that deferral has been approved.

Professional Learning & Leadership Development Officer confirms with GTCS.

If deferral is refused:

Reviewee given option to complete the PU sign-off process or to notify GTC Scotland to have their details removed from register of teachers.

11. Non-Engagement in PRD/Professional Update Processes

If a registered teacher were to make a deliberate and conscious decision not to meet the requirements of the Professional Update through non-compliance with contractual requirements for Continuing Professional Development or PRD this would be an employment matter and dealt with as such by the teacher's local authority/ employer in line with existing processes in the first instance.

12. Professional Update and Fitness to Teach

Professional Update focuses on professional learning and *continuous improvement* rather than determining whether or not a teacher is, or has remained, competent. In line with the GTCS Framework on Teacher Competence (FTC), competence cases will continue to be handled by the local authority in the first instance, with cases of alleged professional incompetence referred subsequently to GTC Scotland for resolution.

As Professional Update is an ongoing process which includes reflection against the appropriate GTC Scotland Professional Standards and continued engagement in professional learning and the PRD process, a teacher who is undergoing competence procedures should still be engaging in these components of the process. However, if the Professional Update sign-off process is due to be completed whilst the teacher is engaged in competence

procedures from stage 2 onwards, GTC Scotland considers that it is not in the teachers' best interests to complete the sign off process. The employer should notify GTC Scotland in order to suspend this until the conclusion of competence procedures. More information on the GTCS PU Guidelines is available on www.gtcs.org.uk .

13. Bringing Forward Professional Update Year

Teachers who are planning, on retirement, to undertake supply work may choose to complete the Professional Update sign-off process in their last year of teaching prior to retirement in order to maintain Fully Registered (General) status for a further five years. Those teachers who will be on maternity/adoption leave during their Professional Update year can request to have their PU year brought forward and complete the sign off prior to starting maternity/adoption leave.

14. Evaluation and Monitoring

- 14.1 In order that trends in professional learning can be identified and to ensure that all GTCS registered teachers have access to high-quality PRD processes an annual evaluation will be sent to all teaching staff at the end of each school session. The data gathered from evaluations will be used to inform local authority professional learning that best meets the needs of our teaching workforce and improves outcomes for children and young people as well as informing action where the entitlement to PRD is not met.
- 14.2 The local authority will use the MyPL Co-ordinator to review annual Professional Update sign off in liaison with the GTCS in order to address any outstanding issues, give assistance to those who have not yet completed and to address areas of wilful non-engagement in the process which may result in the GTCS moving registered teaching staff from fully registered to associate level of registration.

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